

70.113
11vten
996

VOCATIONAL TECHNICAL EDUCATION

A NEW DIRECTION

REPORT OF THE MONTANA COUNCIL ON VOCATIONAL EDUCATION

FOR FISCAL YEARS
1994 AND 1995

STATE DOCUMENTS COLLECTION

JUN 26 2003

MONTANA STATE LIBR BY
1515 E 6TH AVE
HELENA MONTANA 59601

DEC 16 2005

MONTANA STATE LIBRARY



3 0864 1002 1236 7

Montana Council on Vocational Education 1995-1996

Dr. Jon Jourdonnais, Chair

Missoula

Represents Business

Elaine Forrest

Lame Deer

Represents Special Populations

Jesse O'Hara

Great Falls

*Represents Secondary Vocational Technical
Education (Guidance & Counseling)*

Greg Harding

Pablo

Represents Small Business

Christi Pilcher

Helena

Represents Secondary Vocational Education

Roy Korkalo, Vice-Chair

Livingston

Represents Business

James Schultz

Lewistown

Represents Agriculture

Dr. Dennis Lerum

Missoula

*Represents Post-Secondary Vocational
Technical Education*

Carol Thomas

Great Falls

*Represents Post-Secondary Vocational
Technical Education*

Felicity McFerrin

Helena

Represents Labor

Avis Ann "Sanny" Tobin

Helena

Represents Business

Sandra Merdinger

Helena

*Represents Post-Secondary Vocational
Technical Education*

Howard Williams

Helena

Represents Labor

Jim Fitzpatrick

Helena

Executive Director

Lucie Willson

Helena

Program Specialist

Montana Council on Vocational Education

Executive Management Building

1228 11th Avenue

PO Box 203201

Helena, Montana 59620-3201

Phone: (406) 444-2964

Fax: (406) 444-1523

MONTANA COUNCIL ON VOCATIONAL EDUCATION



EXECUTIVE MANAGEMENT BUILDING

1228 11TH AVENUE
PO BOX 203201

STATE OF MONTANA

(406) 444-2964 PHONE
(406) 444-1523 FAX

HELENA, MONTANA S9620-3201

JAMES W. FITZPATRICK
EXECUTIVE DIRECTOR

MEMBERS
Dr Jon Jourdonnais
Chairman
Roy Korkalo
Vice Chairman
Elaine Forrest
Greg Harding
Dr Dennis Lerum
Felicity McFern
Sandra Merdinger
Jesse O'Hara
Christi Pilcher
James Schultz
Carol Thomas
Avis Ann "Sanny" Tobin
Howard Williams

March 15, 1996

Governor Marc Racicot
Executive Office
Room 204, State Capitol
Helena, Montana 59620

Dear Governor Racicot:

The Montana Council on Vocational Education is pleased to submit this report for fiscal years 1994-95 (July 1, 1993 - June 30, 1995). This report provides an overview of activities conducted by the Council, identifies critical issues relating to Montana's secondary and postsecondary vocational and technical education delivery systems, and includes recommendations supported by rationale statements for improving, enhancing, and extending vocational technical education in Montana.

In addition to this report, the Council compiles reports which are mandated under Section 112 of Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Perkins Act). These reports comply with Council mandates and serve to meet the requirements for advising the Governor, Sole State Agent (Board of Regents), Office of Public Instruction, and the U.S. Secretaries of Education and Labor. Some of the major findings and recommendations from those reports are also included in this report.

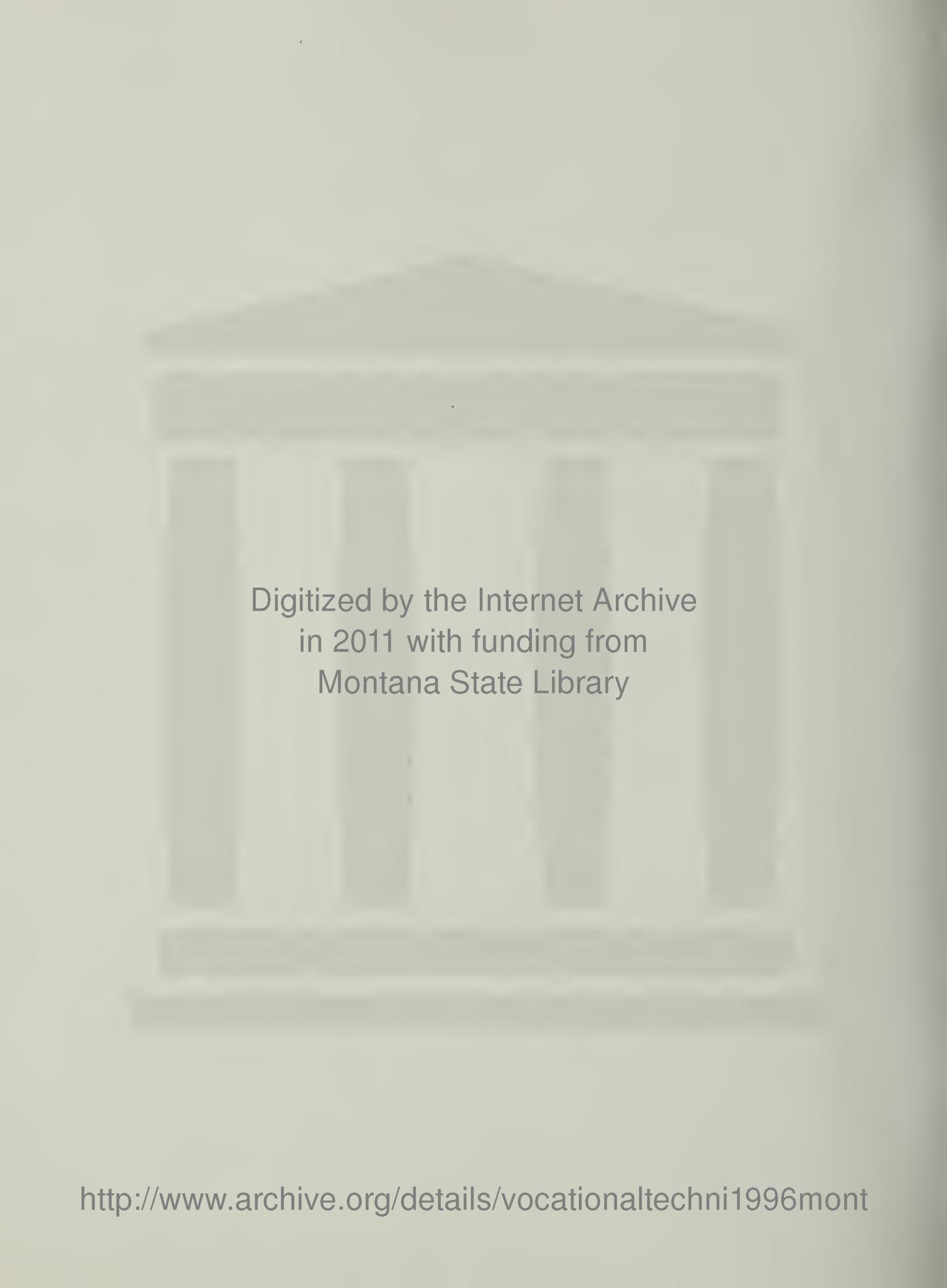
The Council's mandated duties and functions extend beyond those mandated in the Perkins Act. The State Council on Vocational Education addresses significant concerns and issues which impact Montana's secondary and postsecondary vocational technical education systems; evaluates and analyzes the status of vocational technical education in Montana; evaluates the adequacy, effectiveness, delivery, and coordination between vocational technical education and the job training programs; identifies employer training needs; and conducts public hearings, forums, conferences, etc.

The Council is hopeful this report will serve as a valuable resource to Montana's policy and decision makers in their efforts to address and strengthen Montana's secondary and postsecondary vocational technical education systems. The Council welcomes the opportunity to discuss the content of this report and other reports with you and/or members of your staff.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon A. Jourdonnais".

Dr. Jon Jourdonnais, Chair

A very faint, large watermark-like image of a classical building with four prominent columns and a triangular pediment occupies the background of the page.

Digitized by the Internet Archive
in 2011 with funding from
Montana State Library

<http://www.archive.org/details/vocationaltechni1996mont>

Table of Contents

Introduction	1
Overview of Report	1
Educational Reform and Its Impact on Vocational Education	1
New Legislation—A New Direction	2
 Recommendations	3
Funding	3
Economic Development	3
Marketing and Promotion	4
Data Collection and Reporting Systems	4
Staffing	5
Center for Research, Curriculum, and Personnel Development	6
 Response to 1993 Recommendations	7
Accreditation Standards	7
Staffing/Data Collection/Marketing	8
Partnerships and Linkages	10
Funding	10
Tech Prep	11
Vocational Student Organizations	12
Center for Vocational Technical Education	12
 Issues & Concerns	13
State Leadership	13
Funding	14
Marketing and Promotion of Vocational Education	14
Business/Education Partnerships and Linkages	14
Career Guidance and Counseling	15
Coordination and Cooperation	15
 Vocational Technical Education	16
Funding	16
Enrollments	18
 Montana Council on Vo-Ed	20
Montana Council on Vocational Education	20
Program/Activities of the Council	24
Public Hearings Conducted	28
Reports	30

I ntroduction

OVERVIEW OF REPORT

The Montana Council on Vocational Education (Council) has compiled this report which summarizes major Council activities, projects, and reports; provides an overview and assessment of the status of secondary and postsecondary vocational technical education; and addresses major concerns, issues, and trends. In addition, the report contains Council recommendations and rationale statements for addressing major issues and Council mandated duties and functions pursuant to the Perkins Act. While this report is not a Council mandated function, the Council strongly feels the report is essential for informing Montana's policy and decision makers relative to the status, issues, and solutions for improving and enhancing Montana's vocational technical education delivery systems.

EDUCATIONAL REFORM AND ITS IMPACT ON VOCATIONAL EDUCATION

Since the early 1980's education reform has had significant impact on secondary vocational education. Basically, education reform occurred in two distinct waves. Initially, the first wave concentrated on increasing academic requirements and higher standards. This approach resulted in eliminating some vocational education courses and reducing vocational education enrollment since students were required to take additional academic courses. The second phase of educational reform was predicated on the premise that the educational needs of non-college bound students were not being met. As a result, state and national efforts were directed toward restructuring education. Some of these initiatives, which were embodied in the Perkins Act of 1990, included integration of academic and vocational education, Tech Prep, and work experience programs. Many of the reforms at the secondary level focus on providing students with the knowledge and skills essential to workforce preparation.

Enrollments at the postsecondary level have increased at the state and national levels. Overall, enrollments at the five colleges of technology increased 4.99% from the 1993-94 school year to the 1994-95 school year. Further, postsecondary vocational technical institutions are the lead institutions for initiating Tech Prep, which results in integration of academics and vocational education, and other reforms.

NEW LEGISLATION — A NEW DIRECTION

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 focused on strengthening the academic and technical skills of students in vocational education by:

1. Requiring development of statewide performance standards and measures;
2. Integrating academic and vocational curricula;
3. Promoting 2 + 2 Tech Prep programs which link high schools with postsecondary institutions;
4. Supporting work experience programs; and
5. Maximizing opportunity for special populations students in vocational education programs.

In 1995, Congress proposed consolidating workforce and training programs into block grants to the states through H.R. 1617 and S. 143. Basically the purpose of this proposed legislation, as identified in H.R. 1617, the Careers Act, is to:

“. . . transform the vast array of Federal workforce development and literacy programs from a collection of fragmented and duplicative categorical programs into a streamlined, comprehensive, coherent, high quality, cost effective, market-based, and accountable workforce development and literacy system that is designed to meet the education, economic, employment, and training needs of the workforce and the competitiveness needs of employers.”

Pursuant to the proposed legislation, states would have greater responsibility and flexibility in developing and implementing the workforce system. Also, states could utilize a collaborative process in assessing needs and designing their respective systems but would be held accountable to ensure the system is working effectively.

International competition, technological change, and new forms of work organizations provides an enormous challenge to vocational educators in their efforts to prepare and train workers for today's workplace. The Council is hopeful this report will be a helpful resource in identifying significant issues and concerns.

R ecommendations

The Montana Council on Vocational Education has developed the following recommendations for consideration by appropriate state agencies.

1. FUNDING

- A. Establish a stable and equitable funding system for secondary and postsecondary vocational technical education.
- B. Initiate state legislation which makes vocational technical education the primary system for preparing youth and adults for a competitive workforce.
- C. Invest in vocational technical education programs which demonstrate state-of-the-art and emerging technologies.

Rationale: The mission for vocational technical education in the current Perkins Act is: "to make the United States more competitive in the world economy by developing more fully the core academic and occupational skills of all segments of the population."

In fulfilling this mission, it is imperative that vocational technical education be viewed as the primary system through which youth and adults are prepared for the workforce and for lifelong learning.

Surveys of vocational technical educators and public hearings conducted by the Council reveal that lack of funding is of major concern. Vocational educators expressed that the quality of programs and ability to serve students desiring admission to vocational programs are adversely affected due to funding limitations.

2. ECONOMIC DEVELOPMENT

Establish an official plan for economic development in Montana which clearly conveys the role and function of secondary and postsecondary vocational technical education systems, job training, and other delivery systems in workforce preparation and training.

Rationale: An official state plan for economic development would be helpful for achieving a consistent, integrated, and coordinated approach for vocational

technical education, employment, and training programs, and effectively contribute toward meeting the perceived economic needs of the state. These systems have a significant impact on economic development in Montana and must receive greater recognition in the planning and delivery process.

The Council's study titled, *Meeting Montana's Economic Needs: Plus a Vocational Education Analysis*, provides a comprehensive overview of economic development in Montana and the role of vocational technical education and employment and training programs in the state.

3. MARKETING AND PROMOTION

Establish a comprehensive marketing and promotion plan for Montana's secondary and postsecondary vocational technical education systems. This effort should be designed to support, reinforce, coordinate, and promote the visibility, image, value, and importance of Montana's secondary and postsecondary vocational technical education. The marketing and promotion effort should include involvement and participation by state agencies; secondary and postsecondary vocational technical educators; vocational student organizations; representatives of business, industry, and labor; and persons having knowledge of and expertise in marketing strategies.

Rationale: The educational reform movement during the 80's and 90's focused primarily on academic preparation and resulted in increased graduation requirements and college admission standards. However, new directions and priorities for elementary and secondary education are beginning to emerge, i.e. integration of academic and vocational education, Tech Prep, and School-to-Work transition. Vocational technical education is a realistic and viable alternative for most students. A strong marketing effort for Montana's secondary and postsecondary vocational technical education schools and institutions is greatly needed.

4. DATA COLLECTION AND REPORTING SYSTEMS

Initiate a comprehensive data collection and reporting system of Montana's secondary and postsecondary vocational technical education delivery systems and labor market needs. This system should include:

1. Data on job market and training needs;
2. Labor force supply and demand;
3. Enrollment and completion patterns;
4. Student and employer follow-up;
5. Delivery system relevance and effectiveness;
6. Effectiveness and accessibility of programs serving minorities and special populations.
7. Effectiveness for providing student accessibility and compliance with sex equity, etc.;
8. Compendium of exemplary and effective programs such as business/education partnerships, Tech Prep, integration of academic and vocational education, applied academics; and
9. Other information relevant for planning, updating, and validating the vocational technical education effort.

Rationale: A uniform data collection and reporting system is essential to enhance program planning, development, and modification. This system should be designed to obtain essential information for state and local policy makers and planners in their efforts to develop, update, and modify curriculum; to prioritize efforts to better serve all students; and to ensure that preparation and training meet employer needs.

5. STAFFING

A. State Level

Insure adequate staffing at the state level for vocational technical education.

Rationale: Vocational education personnel are essential for providing leadership, technical assistance, professional development, and compliance and evaluative functions to Montana's secondary and postsecondary systems.

B. Two Year Education

Intensify efforts for obtaining a state level position for Montana's two-year educational institutions.

Rationale: The emphasis on greater utilization of two-year education necessitates the need for strong leadership at the state level. In addition, education reforms, training priorities by employers, new technology, and the need to articulate and coordinate with secondary schools, four year institutions, and with business, industry and labor makes this an essential position.

C. Teacher Supply

Insure that Montana schools and postsecondary institutions continue to have an adequate supply of well trained vocational education instructors.

Rationale: The Montana Council on Vocational Education conducted a study in 1993 to determine the status, supply, and projected demand of vocational technical education teachers in Montana. This study revealed that teacher shortages exist in some program areas. A follow-up study should be conducted to determine the current status of vocational education teachers in Montana. In addition, it is evident nationwide that college and university programs for training vocational teachers are being cut back or eliminated due to budgeting and other pressures.

6. CENTER FOR RESEARCH, CURRICULUM, AND PERSONNEL DEVELOPMENT

Establish an educational center for research, curriculum, and personnel development.

Rationale: The Council strongly supports establishment of a center in Montana to provide valuable services to appropriate state agencies, boards, commissions, councils, and educators throughout the state. The center would perform vital functions such as assisting educators, school administrators, and curriculum specialists in developing state-of-the-art curriculum and providing professional development; conducting follow-up studies of graduates; assessing employer needs; documenting whether current training meets employer needs; assisting secondary schools and postsecondary institutions with program planning and implementation; and providing technical assistance. In addition, the center could serve to collect and disseminate data, assess statewide needs, and serve in many other capacities.

R --- esponse to 1993 Recommendations

The Office of Public Instruction (OPI) and the Office of the Commissioner of Higher Education (OCHE) have responded to the 1993 Council recommendations:

1. ACCREDITATION STANDARDS

The Montana Council on Vocational Education recommends the Office of Public Instruction and the Montana Board of Public Education examine the validity of courses being offered by secondary schools for the vocational education/practical arts requirements specified in current accreditation standards. Further, the Council recommends the Office of Public Instruction and Board of Public Education address the following issues:

- A. Review and update the accreditation standards and learner outcomes relating to vocational education/practical arts to ensure that only bona fide vocational education courses will be counted for the basic program and graduation requirements specified in the accreditation standards.
- B. Formulate a clear, concise definition of vocational education/practical arts including specific criteria courses must meet in order to be acceptable for meeting the accreditation requirements for vocational education/practical arts.
- C. Consider changing the name of vocational education/practical arts to occupational preparation, or other meaningful term, and formulate occupational specific learner outcomes.
- D. Review and update the accreditation standards for strengthening career development (grades K-12) and School-to-Work transition.

Response from OPI:

- ▲ It is time to re-evaluate the accreditation standards relative to vocational education.
- ▲ We believe that vocational education/practical arts are hard to separate under the current language.
- ▲ Occupational preparation would help deal with vocational education, however, more attention would/will need to be directed to practical arts.

- ▲ Finally, school to work and career development will require a broader view of all accreditation standards. Flexibility is a very big concept now that we are dealing with school improvement and program change.
- ▲ Education Reform has recognized the needs of 75% of students. Current policy needs to change.

2. STAFFING/DATA COLLECTION/MARKETING

The Montana Council on Vocational Education recommends that the Office of the Commissioner of Higher Education and the Office of Public Instruction examine, analyze, and initiate appropriate action to address each of the following:

A. Staffing: The Office of the Commissioner of Higher Education and the Office of Public Instruction review the duties and functions relating to vocational technical education referenced in Montana statutes, the Perkins Act, and other leadership, compliance, and regulatory duties and functions essential for administering secondary and postsecondary vocational technical education in Montana.

Response from OPI: We have recognized the severe shortage of essential staff for OPI. We have requested more staff and more resources and received neither.

Response from OCHE: The Office of the Commissioner of Higher Education continually reviews the duties and functions relating to vocational technical education. However, funding realities limit staff flexibility. The Office of the Commissioner of Higher Education has met, and continues to meet, all responsibilities for technical assistance, leadership, evaluation, compliance and all other regulatory duties and functions as required by state and federal law.

B. Data Collection: The Office of the Commissioner of Higher Education and the Office of Public Instruction initiate a comprehensive data collection and reporting system of Montana's secondary and postsecondary vocational education delivery systems and labor market needs. This system should include:

1. Data on job market and training needs;
2. Labor force supply and demands;
3. Enrollment and completion patterns;
4. Student and employer follow-up;
5. Delivery system relevance and effectiveness;
6. Effectiveness and accessibility of programs serving minorities and special populations;
7. Effectiveness for providing student accessibility and compliance with sex equity, etc.;
8. Compendium of exemplary and effective programs such as business/education partnerships, Tech Prep, integration of academic and vocational education, applied academics; and
9. Other information relevant for planning, updating, and validating the vocational technical education effort.

Response from OPI: We would love to have the data collecting and reporting system as recommended, however, the bottom line is lack of resources.

Response from OCHE: The data collection and reporting system is designed to meet state and federal requirements. In addition, the Montana Department of Labor and Industry collects and reports on: 1. Data on job market and training needs, and 2. Labor force supply and demands. The Office of the Commissioner of Higher Education and the Office of Public Instruction do collect limited data on: 3. Enrollment and completion patterns; 4. Student and employer follow-up; 5. Delivery system relevance and effectiveness; and, 6. Effectiveness for providing student accessibility and compliance with sex equity.

However, due to limited funding and staff resources, the Office of the Commissioner of Higher Education cannot undertake a complete revision of the data collection and reporting system. The Office of the Commissioner of Higher Education does collect data for use by state and local policy makers. There have also been increased efforts through data collection to ensure that preparation and training meet the needs of employers.

C. Marketing: The Office of the Commissioner of Higher Education and the Office of Public Instruction initiate a state-wide marketing effort for secondary and postsecondary vocational technical education. This effort

should be designed to support, reinforce, coordinate, and promote the visibility, image, and importance of Montana's secondary and postsecondary vocational technical education. The marketing effort should also include involvement and participation by other appropriate State agencies; secondary and postsecondary vocational educators and vocational student organizations; representatives of business, industry, and labor; and persons having knowledge of and expertise in marketing strategies.

Response from OCHE: The Office of the Commissioner of Higher Education agrees that a state-wide marketing effort would be ideal. Perkins technical assistance and other statewide activities provide increased awareness of vocational technical education. However, Perkins funds must be used for activities mandated by the Act. There are no additional funds for marketing.

3. PARTNERSHIPS AND LINKAGES

The Montana Council on Vocational Education recommends that the Office of Public Instruction and Office of the Commissioner of Higher Education intensify efforts to promote and initiate partnerships between Education/Business and Industry.

Response from OPI: The state effort in school to work projects are in fact assisting the development of partnerships and linkages to community and area businesses. Again, lack of resources prohibit the type of activities we would like to participate in and take the lead in.

Response from OCHE: The Office of the Commissioner of Higher Education, in conjunction with the Office of Public Instruction, has increased the promotion and initiation of partnerships between education and business/industry.

4. FUNDING

The Montana Council on Vocational Education recommends that appropriate Legislative Interim Committees, in cooperation with the Governor's Office of Budget and Program Planning, Legislative Fiscal Analyst, Office of the Commissioner of Higher Education, and Office of Public Instruction, intensify

efforts to conduct a study and formulate a plan for financing secondary vocational education and postsecondary vocational technical education, for consideration and action by the Legislature.

Response from OPI: We agree — we need more resources.

Response from OCHE: Postsecondary vocational technical education is currently funded by the legislature through the same formula used for all public postsecondary education.

5. TECH PREP

The Montana Council on Vocational Education recommends that the Office of the Commissioner of Higher Education, Office of Public Instruction, and respective Boards of Education formulate an initiative which makes Tech Prep a major focus of educational reform. The plan should include establishing a task force/steering committee to plan, promote, implement, and guide the Tech Prep reform initiative.

Response from OPI: We don't want to identify Tech Prep as the major focus of educational reform. We feel that Tech Prep is very important because of its very nature. Articulation is a very important part of the total educational reform. However, there are many equally important elements needed to mold a new movement in education reform. Again, resources are the key. We believe we need more state funding.

Response from OCHE: The Office of the Commissioner of Higher Education agrees that Tech Prep programs can be a key component in education reform. Tech Prep is currently being addressed in overall education reform through the development of a School-to-Work system. Tech Prep is one of the many programs that can be a foundation of a School-to-Work system. The statewide School-to-Work Advisory Board is addressing the issues listed in the Council's recommendations (goals and objectives of Tech Prep, promotion and marketing of Tech Prep, effective implementation strategies, secondary/postsecondary coordination, articulation and impact of accreditation standards/graduation/college admissions requirements on Tech Prep).

6. VOCATIONAL STUDENT ORGANIZATIONS

The Montana Council on Vocational Education recommends that the Office of Public Instruction and Office of the Commissioner of Higher Education intensify efforts to promote Montana's Vocational Student Organizations (VSOs) and activities.

Response from OPI: We believe that the recognition and promotion of VSOs is the easy part of the assignment. The curricular impact will need to spread to all students and we really need specific resources or OPI's arrangements with VSOs will shift drastically.

Response from OCHE: The Office of the Commissioner of Higher Education strongly supports Montana's vocational student organizations. The Committee of Practitioners approved a competitive set-aside in Perkins state leadership funds to support the continuation and development of postsecondary vocational student organizations.

7. CENTER FOR VOCATIONAL TECHNICAL EDUCATION

The Montana Council on Vocational Education recommends that the Office of the Commissioner of Higher Education and Office of Public Instruction seek funding and provide support for establishing a Center for Research, Curriculum, and Personnel Development for Vocational Technical Education in Montana.

Response from OPI: OPI supports this concept. A center for technical education with a special emphasis on integration of academics and vocational courses would be a great advantage. The same old story, lack of resources. Actually, more serious — the sharing of less resources will now be the key issue.

Response from OCHE: The Office of the Commissioner of Higher Education supports the integration of vocational technical and academic education, and therefore would not support a center solely dedicated to vocational education. In addition, there is no funding available for such a center.

Issues & Concerns

The Montana Council on Vocational Education conducted numerous projects and activities to fulfill duties and functions mandated by the Perkins Act and to accomplish the Council's 1995 Annual Program of Work. This effort involved conducting surveys of secondary and postsecondary vocational technical educators; job training personnel; and representatives from business, industry, and labor. In addition, the Council conducted a public hearing, consulted with personnel at the state and local levels, and conducted studies and evaluations which are summarized in this report. Listed below are critical issues and concerns which should be addressed:

STATE LEADERSHIP

- Develop and implement a comprehensive short- and long-range master plan for secondary and postsecondary vocational technical education in the state.
- Develop and implement an official plan for economic development in Montana.
- Establish a comprehensive data collection and reporting system for Montana's secondary and postsecondary vocational technical education delivery systems.
- Seek adoption of an initiative through appropriate channels which will make Tech Prep/School-to-Work a major focus of educational reform.
- Develop and implement a professional development inservice and technical assistance plan for Montana's vocational educators.
- Initiate a concerted effort with the legislature to obtain sufficient funding for vocational technical education staff in the Office of Public Instruction and the Office of the Commissioner of Higher Education.
- Conduct a follow-up to the Council study on the status, supply and projected demand of vocational technical educators in Montana.

- Establish a marketing council to enhance and promote Montana's vocational education delivery systems.
- Intensify efforts for greater utilization and increased student attendance in Montana's two-year education programs.
- Establish a state-wide system which allows students to transfer credit from one institution to another and which makes provision for transference of credit from high schools to postsecondary institutions.

FUNDING

- Establish a stable and equitable funding system for Montana's secondary and postsecondary vocational technical education systems.
- Seek funding from state and federal sources for establishing a vocational technical education center for research, curriculum, and professional development in Montana.
- Seek funding from state and federal sources for implementing a professional development inservice and technical assistance plan for Montana's vocational technical educators.
- Insure that funding for family and consumer science educators is continued under the provisions of the new legislation.

MARKETING AND PROMOTION OF VOCATIONAL EDUCATION

- Establish a statewide marketing and promotion plan for Montana's secondary and postsecondary vocational technical education systems.
- Insure that vocational technical education is well represented on the Board of Public Education, Board of Regents, and the Workforce Preparation Coordinating Council.

BUSINESS/EDUCATION PARTNERSHIPS AND LINKAGES

- Intensify efforts for establishing partnerships and linkages between education, business, labor, government and community organizations.

- Initiate state-wide task forces at the community or regional levels, comprised of representatives from business, industry, labor, and education to assist in determining training needs.
- Initiate a business, industry, labor and education foundation.

CAREER GUIDANCE AND COUNSELING

- Initiate and implement a comprehensive career guidance and counseling program based on the National Career Development Guidelines.
- Seek funding from state and federal sources for assisting local educational agencies to strengthen and enhance career guidance and counseling programs.

COORDINATION AND COOPERATION

- Develop greater flexibility in the accreditation process for acceptance of cross credit, equivalency credit, or applied academics courses.
- Intensify efforts to place greater emphasis on integration and mutual reinforcement of academic and vocational competencies and technology.
- Promote greater opportunity for secondary vocational educators to interact and plan with postsecondary vocational technical education personnel.
- Promote cooperation and coordination efforts between vocational technical education, job training and other delivery systems.

Vocational Technical Education

FUNDING

Montana Expenditures for Secondary Vocational Education

In 1981, the Montana Legislature, by passage of House Bill 618, provided funding for Montana's secondary vocational education programs.¹ These funds were used to pay a portion of those costs that exceeded the cost of typical classrooms and were used for the following categories: major equipment, minor equipment, equipment repairs, supplies, vocational student organization advisory stipends, extended contracts, and instructional travel. State funds plus expenditures at the local level are beneficial to local educational agencies in meeting "match" requirements and contribute significantly in meeting Montana's goals for the planning period. The 1987 Legislature eliminated funding for secondary vocational education for the 1988-89 biennium, however, secondary vocational education was funded for the 1990-91 and 1992-93 bienniums at \$1,800,000. The 1992 Special Session of the Legislature resulted in reducing the secondary vocational allocation by 8% for the 1992-93 biennium. The Legislature further reduced funding for secondary vocational education to \$1,300,000 for the 1994-95 and the 1996-1997 bienniums.

Expenditures for Secondary Vocational Education — 1993 & 1994*

Program	Total ² Expend 1993-94	State ¹ Supported 1993-94	Total ² Expend 1994-95	State ¹ Supported 1994-95
Agriculture	2,894,397	160,962	2,843,003	159,585
Business	7,072,771	221,379	6,755,237	178,444
Health Occupations	18,531	975	26,421	800
Home Economics	4,164,989	84,243	4,515,169	92,264
Marketing	504,358	13,890	501,630	13,865
Technology Education	4,185,076	79,116	4,239,041	99,124
Trade & Industrial Education	3,096,138	87,902	3,088,273	95,239
TOTALS	21,936,260	648,467	21,968,774	639,321

*Source: Office of Public Instruction

¹Refer to footnote above

²Includes state and local funding

Montana Expenditures for Postsecondary Vocational Technical Education Funding

Prior to fiscal year 1988, the state provided approximately 80 percent of total funding for the two-year postsecondary vocational technical institutions, with the districts providing the remainder with local voted mill levy and in-kind services. In fiscal year 1988, governance of these institutions was transferred to the Board of Regents, however, the statutes allowed continuance of the local voted mill levy and in-kind services through fiscal year 1989. In fiscal year 1990, total costs of operation became the responsibility of the state, and the 1989 Legislature adopted an incremental budget for the 1991 biennium to cover all the costs that became the state's responsibility. The five colleges of technology are appropriated funds from four sources: (1) local county mill levies; (2) tuition and fees; (3) other income; and (4) general fund. State general fund support fills the "gap" between the appropriated level and other available sources of revenue. The table below indicates total revenue for the Colleges of Technology for fiscal years 1994 through 1996. Fiscal 1994 is actual, fiscal 1995 is budgeted and fiscal 1996, executive budget. (From Budget Analysis 1997 Biennium, Office of the Legislative Fiscal Analyst, January 1995)

Total Revenue — Colleges of Technology*

College of Technology	FY 1994	FY 1995	FY 1996
Billings	\$ 2,189,007	\$ 1,941,013	\$ 2,257,786
Butte	1,772,828	1,796,980	1,793,672
Great Falls	2,608,229	2,685,142	2,957,083
Helena	2,585,530	2,659,917	2,727,006
Missoula	2,923,813	3,076,682	3,338,438
TOTALS	\$12,079,407	\$12,159,734	\$13,073,985

*Source: LFA Budget Analysis 1997 Biennium (January, 1995)

ENROLLMENTS

Secondary Vocational Education

Montana's secondary vocational education programs include Agriculture, Business, Home Economics, Marketing, Industrial Arts/Technology Education, Trade and Industrial Education, and Health Education. The following secondary vocational education enrollment data was received from the Office of Public Instruction for school years 1993-94, and 1994-95 and shows the one-year percent change. Overall, secondary vocational education enrollments did not change significantly for the 1994-95 school year. Fall enrollment data received from the Office of Public Instruction for the 1995-96 school year, however, indicates an increase of 11%.

Secondary Vocational Education Enrollments*

Program	1993-94	1994-95	% Change 1-Year
Agriculture	3,320	3,507	5.63%
Business	10,133	8,662	(14.52)%
Health Occupations	53	54	1.89%
Home Economics	8,089	8,623	6.60%
Marketing	1,308	1,342	2.60%
Technology Education	6,911	7,262	5.08%
Trade & Industrial Education	4,514	5,010	10.99%
TOTALS	34,328	34,460	0.38%

*Source: Office of Public Instruction

Postsecondary Vocational Technical Education

Governance of the two-year postsecondary vocational technical institutions came under the jurisdiction of the Montana University System in July, 1987. As a result of University System restructuring in July 1994, colleges of technology in Butte, Helena, and Missoula were attached to The University of Montana and the units in Billings and Great Falls became part of Montana State University. Two-year programs at four-year colleges were also affected by reorganization. Northern Montana College was attached to Montana State University, while Western Montana College and Montana Tech became part of The University of Montana. The University System is under the direction of the Office of the Commissioner of Higher Education through the State Board of Regents. The Commissioner and agency personnel are responsible for providing leadership, technical assistance, and staff support to the Board of Regents and postsecondary education institutions. This provides for coordination, consistent regulation and management, evaluation of policies and programs, and long-range planning.

Enrollments at the colleges of technology for 1993-94 and 1994-95 are listed below, along with the one-year percent change.

Postsecondary Vocational Education Enrollments*

College of Technology	1993-94	1994-95	% Change 1-Year
Billings	427	414	(3.04)%
Butte	347	320	(7.78)%
Great Falls	605	686	13.39%
Helena	432	453	4.86%
Missoula	573	630	9.95%
TOTALS	2,384	2,503	4.99%

*Source: Office of the Commissioner of Higher Education

Montana Council on Vo-Ed

MONTANA COUNCIL ON VOCATIONAL EDUCATION

Establishment of the Council Under Public Law 101-392

The Council is established under Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990 (Perkins Act). The statement of purpose in Section 2 of the Perkins Act is:

“It is the purpose of this Act to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic and occupational skill competencies needed to work in a technologically advanced society.”

The Perkins Act amendments were effective on July 1, 1991 and will continue through June 30, 1996. The Council commends local educational agencies, state educational agencies, other governmental agencies, business, industry, labor, and the public in the state of Montana for their leadership and coordination in accomplishing the purpose of this legislation.

Structure of the Council

The Montana Council on Vocational Education is appointed by the Governor in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. The Perkins Act specifies that the 13-member Council consist of seven private sector members representing business (including small business), industry, trade organizations, agriculture, and labor organizations. The Perkins Act also requires that six Council members be representative of secondary education and postsecondary institutions, career guidance and counseling, and special education and special populations.

Appointment of the Council

In accordance with the Perkins Act, Governor Marc Racicot issued Executive Order No. 9-95, July 19, 1995, continuing the State Council on Vocational Education for two years.

Council Committee Structure

In addition to the regularly scheduled meetings, the Executive Committee and three standing committees meet several times each year. The Executive Committee reviews progress of Council affairs and has the power to transact some Council business of an urgent nature between regular Council meetings. The Executive Committee consists of the Council chair, Council vice chair, immediate past Council chair, and the chair of each of the standing committees. The Executive Director serves as an ex-officio member. The three standing committees are: Policy and Planning, Coordination and Communication, and Evaluation and Employment. Four Council members serve on each of the committees and the Council Chair serves as an ex-officio member of all committees.

Responsibilities of the Council

Responsibilities of the Council as contained in Section 112 of the Perkins Act are identified below. The matrix on page 23 shows Council activities completed to comply with these mandated responsibilities.

1. Advise on the development of the State Plan for Vocational Education.
2. Recommend policies the State should pursue to strengthen vocational education, particularly for the handicapped.
3. Recommend initiatives and methods the private sector could undertake to assist in modernization of vocational education programs.
4. Analyze and report on distribution of funding for vocational education.
5. Analyze and report on the availability of vocational education activities and services within the State.
6. Consult on the establishment of evaluation criteria for vocational education programs.
7. Recommend on the conduct of vocational education programs which emphasize the use of business concerns and labor organizations.

8. Assess the distribution of federal assistance provided under the Perkins Act with particular attention to the distribution of funds between secondary and postsecondary.
9. Recommend procedures to ensure and enhance public participation in local programs, particularly the participation of local employers and labor organizations.
10. Report the extent to which members of special populations have equal access to quality vocational programs.
11. Analyze and review corrections education programs.
12. Evaluate the extent vocational education, employment, and training programs represent a consistent, integrated, and coordinated approach to meeting economic needs of the state.
13. Advise the Governor, State Board, State Job Training Coordinating Council, U.S. Secretary of Education, and U.S. Secretary of Labor concerning:
 - a. Evaluation of the vocational education delivery system in terms of adequacy and effectiveness in meeting the purposes of the Perkins Act.
 - b. Evaluation of job training program delivery system in terms of adequacy and effectiveness in meeting the purpose of JTPA.
 - c. Recommend on the adequacy and effectiveness of the coordination between vocational education and JTPA
14. Comment on the adequacy or inadequacy of State action in implementing the State Plan.
15. Conduct at least one public meeting to obtain the public's view of vocational education.
16. Consult on the establishment of technical committees.

WORKPLAN TO MEET FEDERAL MANDATES

Mandate*	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
#1										✓				✓		✓	✓		
#2						✓				✓									
#3	✓		✓				✓	✓				✓							
#4						✓													
#5	✓					✓			✓			✓							
#6																✓		✓	
#7	✓						✓				✓		✓		✓				
#8						✓										✓			
#9					✓							✓		✓					
#10						✓				✓									
#11							✓						✓					✓	
#12	✓							✓				✓		✓					
#13a		✓				✓				✓									
#13b			✓																
#13c			✓																
#14						✓									✓				
#15												✓	✓	✓		✓			
#16																✓			

* Refer to Federal Mandates on preceding page.

Council Activities to meet mandates:

Studies & Reports	A. <i>Meeting Montana's Economic Needs: Plus a Vo-Ed Analysis</i> (1995) B. <i>Status, Supply and Projected Demand of Vocational Education Teachers in Montana</i> (1994) C. <i>Adequacy, Effectiveness, and Coordination of JTPA and Vocational Education (Program Years 1990 & 1991) (Program Years 1992 & 1993)</i> D. MCVE Annual Reports E. <i>Report on Montana's Vocational Technical Education Programs</i> (Fiscal Years 1991, 1992 & 1993) (Fiscal Years 1994 & 1995) F. <i>Montana's Corrections Education Programs</i> (1993) (Report to be completed in 1996) G. <i>Strengthening the Links: Education and the Private Sector</i> (1993) H. <i>Tech Prep — A Resource Guide for Initiating Tech Prep Education in Montana</i> (1993) I. <i>A Report of Services Provided to Special Populations Assisted under Title II, Part C, of the Carl D. Perkins Vocational and Applied Technical Education Act Amendments of 1990</i> (1992) (Follow-up Report to be completed in 1996)
Public Hearings & Forums	J. <i>Forum — Perkins Act</i> (1991) K. Public Hearing — <i>Employment Needs in Montana</i> (1992) L. Public Hearing — <i>Vocational Education Survival</i> (1993) M. Public Hearing — <i>Economic Development: Workforce Trends</i> (1994) N. Public Forum — <i>Implementation of the Perkins Act</i> (1993) O. Public Hearing (1995)
Activities	P. Development of State Plan Q. State Plan Amendments R. Review of Evaluative Criteria S. On-site Tour of Montana State Prison Facilities (1992)

PROGRAM/ACTIVITIES OF THE COUNCIL

Program of Work/Calendar

A Program of Work and Calendar is adopted by the Council at the beginning of each fiscal year. The goals of the three standing committees address the federally mandated responsibilities for state councils contained in Section 112 of the Perkins Act.

Business Meetings

The Council conducted five business meetings in fiscal year 1994 and four in fiscal year 1995. Meetings were held at various locations in the state to observe vocational technical education programs and institutions and to receive public input. In October of each year the Council meets in conjunction with the Montana Vocational Association conference. The calendar for the two years included meetings at the following locations:

Fiscal Year 1994

August 17-18, 1993	Colonial Inn, Helena
October 21-22, 1993	MSU College of Technology — Great Falls in conjunction with Montana Vocational Association
January 13-14, 1994	Park Plaza Hotel, Helena
March 23-24, 1994	Jorgenson's Holiday Motel, Helena
May 5-6, 1994	Montana State University — Billings Conducted Public Hearing

Fiscal Year 1995

September 8-9, 1994	College of Technology of The UM Missoula Council Inservice
October 20-21, 1994	Gran Tree Inn, Bozeman in conjunction with Montana Vocational Association

February 15-16, 1995

Jorgenson's Holiday Motel, Helena in conjunction with Vocational Education Week Activities at the State Capitol

April 10-11, 1995

Montana State University — Northern, Havrc in conjunction with Vocational Industrial Clubs of America Conference; Public Hearing held

Participation of Members and Staff in Vocational-Related Conferences:

To obtain inservice training, broaden their perspective, maintain up-to-date professional networks, and increase vocational education and job training coordination, Council members and staff participated in activities of the following organizations:

- ✓ American Vocational Association
- ✓ Board of Public Education
- ✓ Board of Regents
- ✓ Job Training Coordinating Council
- ✓ Montana Vocational Association
- ✓ National Association of State Councils on Vocational Education
- ✓ National Association of Vocational Technical Education Communicators
- ✓ Private Industry Councils (The Executive Director serves on the CEP-PIC and a Council member serves on the BOS-PIC)
- ✓ School Administrators of Montana
- ✓ Tech-Prep/School-to-Work Consortium
- ✓ Vocational Student Organizations
- ✓ Workforce Preparation Coordinating Council

Recognition of Outstanding Vocational Students: The Council participated in the National Association of State Councils on Vocational Education (NASCOVE) Awards Program to recognize outstanding accomplishments in the vocational technical education field. In fiscal years 1994 and 1995 the Council honored the following individuals for their outstanding achievements and submitted nominations to the NASCOVE awards committee:

Shyla Taylor, Saco High School, 1994 Outstanding Secondary Student in Vocational Technical Education

Barry Wulf, Capital High School, Helena, Runner-up 1994 Outstanding Secondary Student in Vocational Technical Education

Sandra Stash, Atlantic Richfield Company, Anaconda, 1994 Exemplary Business/Labor Involvement

Dennis Mix, Helena College of Technology of The UM, 1995

Outstanding Postsecondary Student

Sky Matte, Dodson High School, 1995 Outstanding Secondary Student

Victoria Bauer, Helena College of Technology of The UM, 1995

Outstanding Student — Overcomers Category.

Victoria Bauer was also selected National Outstanding Student — Overcomers Category and traveled to the NASCOVE Annual Meeting, June 1, 1995, in Washington, D.C. to receive the award.

Recognition of Vocational Education Programs: During Vocational Education Week, February 13-17, 1995, the Council conducted activities in the State Capitol Rotunda to showcase exemplary secondary and postsecondary vocational technical education programs. Governor Racicot addressed the participants at the opening reception. Other speakers addressing the participants during the week were: Dr. Jeff Baker, Dr. Jane Karas, and Ellen Swaney, OCHE; Superintendent Nancy Keenan and Jim Burns, OPI; Bill Jimmerson, Conrad High School; David Owen, Montana Chamber of Commerce; and Don Judge, Montana AFL-CIO

Presentations at Council Meetings: Meetings of the Council are open to the public and public participation is invited. Representatives from the Office of the Commissioner of Higher Education and Office of Public Instruction provide reports from these agencies at each meeting. Presenters at meetings during 1994 and 1995 included:

Governor Marc Racicot

OCHE: Dr. Jeff Baker, Commissioner of Higher Education
 Dr. Jane Karas, Director for Workforce Development
 John Baldridge, School-to-Work Project Coordinator (1994)
 Ellen Swaney, Director, American Indian/Minority Achievement

OPI: Nancy Keenan, Superintendent of Public Instruction
 Jack Copps, Deputy Superintendent
 Jim "Curly" Burns, Administrator, Division of Vocational and Adult Education
 Jim Whealon, Director, K-12 Vocational Education (1995)

DOLI¹: Ingrid Danielson, Job Training Partnership Act Division
Chief
Anne Wolfinger, Director, State Occupational Information
Coordinating Council

MJTP, Inc²: Sue Mohr, Executive Secretary

Postsecondary Vocational Technical Education:

Dr. George Bell, Dean, MSU Billings College of
Technology (1994)

Robert Carr, Dean, MSU Billings College of Technology

Dr. William Daehling, Chancellor, MSU — Northern

Dr. George Dennison, President, The University of
Montana

Penny Jakes, Tech Prep Coordinator, College of
Technology of The UM — Missoula

Karen LaRoe, Vice Chancellor for Academic Affairs
MSU— Northern

Dr. Ron Sexton, Chancellor, MSU — Billings

Will Weaver, Dean, MSU College of Technology — Great
Falls

Secondary Vocational Education:

Wayne Erfle, Instructor, Rapelje High School

Ray Haffey, Tech Prep Coordinator, Anaconda High School

Mary Vagner, Superintendent, Missoula District

Robert Whalen, Principal, Billings Career Center

Legislator: Rep. Royal Johnson, Billings, District #10

¹Department of Labor and Industry

²Montana Job Training Partnership, Inc.

PUBLIC HEARINGS CONDUCTED

The Council conducted Public Hearings in 1994 and 1995 in accordance with the responsibility under the Perkins Act to provide the public with an opportunity to express views concerning the vocational education issues and concerns. Comments received at the public hearings provide information to assist the Council in formulating recommendations pertaining to vocational education and job training in the state.

1994 Public Hearing

Economic Development — Workforce Trends was the topic which presenters were invited to address at the Hearing conducted May 6, 1994, in Billings, Montana. The following persons from Billings provided testimony: **Rebecca Tescher Robison**, Montana Editor, Western Farmer-Stockman Magazines; **Carol Crilly**, Vice President, Human Resources, First Citizens Bank; **Polly Stebbins**, Director of Convention & Visitors Council, Billings Area Chamber of Commerce; **Mike Pennachi**, Manager, Recruitment & Employee Division, Deaconess Medical Center; and **Bud Leuthold**, Owner, Cream of the West Cereal. Questions addressed by the presenters representing small business, agriculture, financial services, medical, and tourism were:

- What are the developing trends in business/industry, and how will these impact future employment opportunities?
- What training/retraining needs do you see for employees?
- What does business/industry expect of public secondary and postsecondary vocational technical education programs?
- How could vocational technical education programs and business/industry better work together to meet current/emerging training needs?
- What combination of knowledge/skills best serve the diverse members of the business/industry community?

1995 Public Hearing

The Council 1995 Public Hearing was conducted April 10 on the campus of Montana State University — Northern, Havre, Montana. Participants were

asked to comment and make recommendations based on the following questions:

- ✓ How can secondary and postsecondary vocational technical education systems more effectively contribute to Montana's training needs?
- ✓ What modifications or changes need to be made in secondary or postsecondary vocational technical education?
- ✓ What are the fundamental issues for improving secondary and postsecondary vocational technical education?
- ✓ How can secondary and postsecondary vocational technical education systems work more closely with business, industry, and labor?
- ✓ How can Montana obtain the resources necessary to maintain state-of-the-art secondary and postsecondary vocational technical education programs?
- ✓ What has been the impact on postsecondary vocational technical education with the restructuring of the Montana University System?
- ✓ What is the impact of technology on vocational education in Montana?

Participants providing testimony on these issues were: **Dr. William Daehling**, Chancellor, MSU—Northern, Havre; **Virgil Hawkinson**, Chair, Industry & Engineering Technology, MSU—Northern; **Lynn Karr**, Instructor, Capital High School, Helena; **Nancy Lundwall**, President, Montana Vocational Association, Butte; **Don Mahlum**, Retired Instructor, Vocational Education, Havre; **Jan Ophus**, Principal, Havre High School; **Patrick Trujillo**, Instructor, CMR High School, Great Falls; **Heather Watson**, Secretary, Secondary VICA, Helena; and **Orlen Zempel**, Instructor, Colstrip High School. Written testimony was provided by **Pam Harada**, Manager, Havre Job Service and **Donald R. Judge**, Executive Secretary, MT AFL-CIO, Helena.

Transcripts and summaries of the Public Hearings are available upon request from the Council office.

COUNCIL REPORTS

The following reports were completed during fiscal years 1994 and 1995 and are available upon request from the Council office.

Report on Montana's Corrections Education Programs

This report contains an overview of Montana's adult corrections programs including components of the delivery system, involvement of Criminal Justice and Corrections Advisory Councils, trends in the correctional populations vocational training programs, and funding sources. The report was compiled pursuant to the mandate contained in Public Law 101-392, of the Perkins Act which states: "The Council shall analyze and review corrections education programs."

Report on Montana's Vocational Technical Education Programs — Program Years 1991, 1992 & 1993

In accordance with Public Law 98-524 and 101-392, the Council compiled this report which addresses the following: overview of Montana's vocational education delivery systems; development/implementation of Montana's State Plan for 1992-94; and the distribution of federal funds for vocational technical education for 1992-94.

Study/Report on Status, Supply and Demand of Vocational Education Teachers in Montana

The Council initiated a study to determine the status, supply, and demand of vocational education teachers in Montana. The study focuses on four major areas:

- ◆ The number of vocational education instructors actively engaged in instruction at the public secondary and postsecondary levels and their contemplated retirement date or termination date from the teaching profession;
- ◆ A perception by school administrators of current and future (five-year projection) staffing demands for vocational education;
- ◆ An assessment by vocational teacher trainers of enrollment trends in their disciplines; and

- ◆ Future employment plans of juniors and seniors enrolled in vocational teacher education programs. The report also addressed other areas, including demographics, teacher satisfaction, in-service training needs, and graduate level plans of current teachers.

Adequacy, Effectiveness, and Coordination of JTPA and Vocational Education - Biennial Evaluation for Program Years 1992 and 1993

This mandated report pursuant to Public Law 101-392 provides an evaluation of the following:

“the extent to which vocational education, employment and training programs in the State represent a consistent, integrated, and coordinated approach to meeting the economic needs of the State; the vocational education program delivery system assisted under the Job Training Partnership Act, in terms of such delivery systems’ adequacy and effectiveness in achieving the purposes of each of the two Acts; make recommendations to the State board on the adequacy and effectiveness of the coordination that takes place between vocational education the Job Training Partnership Act...and...; advise the Governor, the State board, the State job training coordinating council, the Secretary, and the Secretary of Labor regarding such evaluation, findings, and recommendations.”

Data and information was collected from records and published reports of the Montana vocational education and JTPA delivery systems as well as information from a written survey and personal interviews of personnel involved in vocational education and JTPA.

Meeting Montana’s Economic Needs: Plus a Vo-Ed Analysis

This report addresses the national scene in terms of economic needs and vocational education/job training program efforts to meet those needs; Montana’s economy and economic needs; extent to which vocational technical education, employment, and training programs meet Montana’s economic needs; availability of vocational education activities in the state; and options for strengthening vocational education. The report includes a summary of suggestions/recommendations for strengthening vocational technical education in the State.

500 copies of this public document were published at an estimated cost of \$2.00 per copy, for a total cost of \$1,000.00, which includes \$1,000.00 for printing and \$.00 for distribution.

Funds for development and distribution of this report were provided under Public Law 101-392, the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

